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ANNUAL REPORT

OF THE

SELECTMEN

AND

SCHOOL COMMITTEE

TO THE INHABITANTS OF THE

TOWN OF MONTAGUE.

1870-71.



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GREENFIELD :

BOOK AND JOB PRINTING OFFICE,
BORN'S BLOCK, MAIN STREET.

1871.



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GREENFIELD :
FRANKLIN BOOK AND JOB PRINTING OFFICE,
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1871.

THESE

Page	Text
1	Introduction
2	Chapter I
3	Chapter II
4	Chapter III
5	Chapter IV
6	Chapter V
7	Chapter VI
8	Chapter VII
9	Chapter VIII
10	Chapter IX
11	Chapter X
12	Chapter XI
13	Chapter XII
14	Chapter XIII
15	Chapter XIV
16	Chapter XV
17	Chapter XVI
18	Chapter XVII
19	Chapter XVIII
20	Chapter XIX
21	Chapter XX
22	Chapter XXI
23	Chapter XXII
24	Chapter XXIII
25	Chapter XXIV
26	Chapter XXV
27	Chapter XXVI
28	Chapter XXVII
29	Chapter XXVIII
30	Chapter XXIX
31	Chapter XXX
32	Chapter XXXI
33	Chapter XXXII
34	Chapter XXXIII
35	Chapter XXXIV
36	Chapter XXXV
37	Chapter XXXVI
38	Chapter XXXVII
39	Chapter XXXVIII
40	Chapter XXXIX
41	Chapter XL
42	Chapter XLI
43	Chapter XLII
44	Chapter XLIII
45	Chapter XLIV
46	Chapter XLV
47	Chapter XLVI
48	Chapter XLVII
49	Chapter XLVIII
50	Chapter XLIX
51	Chapter L
52	Chapter LI
53	Chapter LII
54	Chapter LIII
55	Chapter LIV
56	Chapter LV
57	Chapter LVI
58	Chapter LVII
59	Chapter LVIII
60	Chapter LIX
61	Chapter LX
62	Chapter LXI
63	Chapter LXII
64	Chapter LXIII
65	Chapter LXIV
66	Chapter LXV
67	Chapter LXVI
68	Chapter LXVII
69	Chapter LXVIII
70	Chapter LXIX
71	Chapter LXX
72	Chapter LXXI
73	Chapter LXXII
74	Chapter LXXIII
75	Chapter LXXIV
76	Chapter LXXV
77	Chapter LXXVI
78	Chapter LXXVII
79	Chapter LXXVIII
80	Chapter LXXIX
81	Chapter LXXX
82	Chapter LXXXI
83	Chapter LXXXII
84	Chapter LXXXIII
85	Chapter LXXXIV
86	Chapter LXXXV
87	Chapter LXXXVI
88	Chapter LXXXVII
89	Chapter LXXXVIII
90	Chapter LXXXIX
91	Chapter LXXXX
92	Chapter LXXXXI
93	Chapter LXXXXII
94	Chapter LXXXXIII
95	Chapter LXXXXIV
96	Chapter LXXXXV
97	Chapter LXXXXVI
98	Chapter LXXXXVII
99	Chapter LXXXXVIII
100	Chapter LXXXXIX
101	Chapter LXXXXX
102	Chapter LXXXXXI
103	Chapter LXXXXXII
104	Chapter LXXXXXIII
105	Chapter LXXXXXIV
106	Chapter LXXXXXV
107	Chapter LXXXXXVI
108	Chapter LXXXXXVII
109	Chapter LXXXXXVIII
110	Chapter LXXXXXIX
111	Chapter LXXXXXX
112	Chapter LXXXXXXI
113	Chapter LXXXXXXII
114	Chapter LXXXXXXIII
115	Chapter LXXXXXXIV
116	Chapter LXXXXXXV
117	Chapter LXXXXXXVI
118	Chapter LXXXXXXVII
119	Chapter LXXXXXXVIII
120	Chapter LXXXXXXIX
121	Chapter LXXXXXXX
122	Chapter LXXXXXXXI
123	Chapter LXXXXXXII
124	Chapter LXXXXXXIII
125	Chapter LXXXXXXIV
126	Chapter LXXXXXXV
127	Chapter LXXXXXXVI
128	Chapter LXXXXXXVII
129	Chapter LXXXXXXVIII
130	Chapter LXXXXXXIX
131	Chapter LXXXXXXX
132	Chapter LXXXXXXXI
133	Chapter LXXXXXXII
134	Chapter LXXXXXXIII
135	Chapter LXXXXXXIV
136	Chapter LXXXXXXV
137	Chapter LXXXXXXVI
138	Chapter LXXXXXXVII
139	Chapter LXXXXXXVIII
140	Chapter LXXXXXXIX
141	Chapter LXXXXXXX
142	Chapter LXXXXXXXI
143	Chapter LXXXXXXII
144	Chapter LXXXXXXIII
145	Chapter LXXXXXXIV
146	Chapter LXXXXXXV
147	Chapter LXXXXXXVI
148	Chapter LXXXXXXVII
149	Chapter LXXXXXXVIII
150	Chapter LXXXXXXIX
151	Chapter LXXXXXXX
152	Chapter LXXXXXXXI
153	Chapter LXXXXXXII
154	Chapter LXXXXXXIII
155	Chapter LXXXXXXIV
156	Chapter LXXXXXXV
157	Chapter LXXXXXXVI
158	Chapter LXXXXXXVII
159	Chapter LXXXXXXVIII
160	Chapter LXXXXXXIX
161	Chapter LXXXXXXX
162	Chapter LXXXXXXXI
163	Chapter LXXXXXXII
164	Chapter LXXXXXXIII
165	Chapter LXXXXXXIV
166	Chapter LXXXXXXV
167	Chapter LXXXXXXVI
168	Chapter LXXXXXXVII
169	Chapter LXXXXXXVIII
170	Chapter LXXXXXXIX
171	Chapter LXXXXXXX
172	Chapter LXXXXXXXI
173	Chapter LXXXXXXII
174	Chapter LXXXXXXIII
175	Chapter LXXXXXXIV
176	Chapter LXXXXXXV
177	Chapter LXXXXXXVI
178	Chapter LXXXXXXVII
179	Chapter LXXXXXXVIII
180	Chapter LXXXXXXIX
181	Chapter LXXXXXXX
182	Chapter LXXXXXXXI
183	Chapter LXXXXXXII
184	Chapter LXXXXXXIII
185	Chapter LXXXXXXIV
186	Chapter LXXXXXXV
187	Chapter LXXXXXXVI
188	Chapter LXXXXXXVII
189	Chapter LXXXXXXVIII
190	Chapter LXXXXXXIX
191	Chapter LXXXXXXX
192	Chapter LXXXXXXXI
193	Chapter LXXXXXXII
194	Chapter LXXXXXXIII
195	Chapter LXXXXXXIV
196	Chapter LXXXXXXV
197	Chapter LXXXXXXVI
198	Chapter LXXXXXXVII
199	Chapter LXXXXXXVIII
200	Chapter LXXXXXXIX

Page	Text
201	Chapter LXXXXXXX
202	Chapter LXXXXXXXI
203	Chapter LXXXXXXII
204	Chapter LXXXXXXIII
205	Chapter LXXXXXXIV
206	Chapter LXXXXXXV
207	Chapter LXXXXXXVI
208	Chapter LXXXXXXVII
209	Chapter LXXXXXXVIII
210	Chapter LXXXXXXIX
211	Chapter LXXXXXXX
212	Chapter LXXXXXXXI
213	Chapter LXXXXXXII
214	Chapter LXXXXXXIII
215	Chapter LXXXXXXIV
216	Chapter LXXXXXXV
217	Chapter LXXXXXXVI
218	Chapter LXXXXXXVII
219	Chapter LXXXXXXVIII
220	Chapter LXXXXXXIX
221	Chapter LXXXXXXX
222	Chapter LXXXXXXXI
223	Chapter LXXXXXXII
224	Chapter LXXXXXXIII
225	Chapter LXXXXXXIV
226	Chapter LXXXXXXV
227	Chapter LXXXXXXVI
228	Chapter LXXXXXXVII
229	Chapter LXXXXXXVIII
230	Chapter LXXXXXXIX
231	Chapter LXXXXXXX
232	Chapter LXXXXXXXI
233	Chapter LXXXXXXII
234	Chapter LXXXXXXIII
235	Chapter LXXXXXXIV
236	Chapter LXXXXXXV
237	Chapter LXXXXXXVI
238	Chapter LXXXXXXVII
239	Chapter LXXXXXXVIII
240	Chapter LXXXXXXIX
241	Chapter LXXXXXXX
242	Chapter LXXXXXXXI
243	Chapter LXXXXXXII
244	Chapter LXXXXXXIII
245	Chapter LXXXXXXIV
246	Chapter LXXXXXXV
247	Chapter LXXXXXXVI
248	Chapter LXXXXXXVII
249	Chapter LXXXXXXVIII
250	Chapter LXXXXXXIX

TREASURER'S ACCOUNT.

J. H. Root, in account with the Town of Montague.

Dr.

Cash on hand, February 21, 1870,	\$ 490 89
“ received from Falls Ferry,	31 40
“ “ “ State for State aid,	708 00
“ “ “ “ Corporation tax,	16 95
“ “ “ “ School fund,	218 80
“ “ for rents of Town House,	107 30
R. N. Oakman, amount of Tax bill,	14,067 86
Borrowed of Franklin Savings Institute,	3,900 00
	<hr/> \$19,541 20

Cr.

By paying state tax,	\$1,750 00
“ “ county tax,	1,162 50
“ “ state aid from March 1, 1870,	
to March 1, 1871,	710 00
By paying selectmen's orders,	15,247 27
Cash on hand Feb. 20, 1871,	671 43
	<hr/> \$19,541 20

J. H. Root, Treasurer.

SELECTMEN'S ACCOUNT.

We have given orders on the treasury for the following expenses :

1st. Schooling,	\$3,194 58	
2d. Highway work,	5,334 05	
3d. Services of town officers,	580 00	
4th. Interest on town debts,	1,166 63	
5th. Miscellaneous expenses,	1,179 63	
6th. Support of poor,	867 68	
7th. Town debts,	2,924 70	
	<u> </u>	\$15,247 27

SCHOOLING.

Paid balance due for schooling for 1869,	\$188 37	
“ “ “ “ Falls school house,	100 00	
“ for furnishing “ “ “	310 91	
	<u> </u>	\$598 28
Centre, wages,	\$423 00	
fuel,	25 32	
repairs,	39 60	
	<u> </u>	\$487 92
West, wages,	\$180 00	
fuel,	25 25	
repairs,	39 92	
	<u> </u>	\$245 17
South, wages,	\$132 00	
fuel,	24 00	
repairs,	3 37	
	<u> </u>	\$159 37

North West, wages,	\$150 00	
fuel,	10 50	
repairs,	5 93	
	<hr/>	\$166 43
Millers Falls, wages,	\$215 00	
fuel,	18 00	
repairs,	19 00	
	<hr/>	\$252 00
Turners Falls, wages,	306 00	
fuel,	27 25	
repairs,	4 85	
	<hr/>	\$338 10
City, wages,	\$300 00	
fuel,	16 84	
repairs,	8 05	
	<hr/>	\$324 89
Federal street, wages,	\$198 00	
repairs,	3 00	
	<hr/>	\$201 00
Chestnut Hill, wages,	\$132 00	
fuel,	5 62	
repairs,	2 00	
	<hr/>	\$139 62
Dry Hill, wages,	\$140 00	
fuel,	21 25	
repairs,	1 25	
	<hr/>	\$162 50
Lafayette, wages,	\$108 00	
fuel,	10 00	
repairs,	1 30	
	<hr/>	\$119 30
		<hr/>
		\$3,194 58

HIGHWAYS AND BRIDGES.

Paid on bills for 1869,	\$294 82	
" for grading 7th and 11th streets,	1,229 50	
" " " A avenue,	1,200 00	
	<hr/>	\$2,724 32

Robert Brown's orders for repairing,	\$1,227 32	
Benjamin Fay's " " "	440 01	
R. L. Goss's " " "	942 40	
Total repairing,	————	\$2,609 73
Total for highways,		\$5,334 05

SERVICES OF TOWN OFFICERS.

J. H. Root, clerk and treasurer,	\$80 00	
R. N. Oakman, selectman and overseer of		
poor,	75 00	
R. N. Oakman, assessor,	40 00	
R. N. Oakman, constable and collector,	110 00	
J. H. Root selectman and overseer of poor,	75 00	
J. H. Root, assessor,	40 00	
Amos Adams, selectman and overseer of		
poor,	75 00	
Amos Adams, assessor,	25 00	
E. A. Deane, school committee,	20 00	
David Cronyn, " " "	20 00	
Edward Norton, " " "	20 00	
	————	\$580 00

INTEREST ON TOWN DEBTS.

R. N. Oakman,	\$51 10	
A. Burnham,	27 60	
J. H. Root,	36 50	
Thaxter Shaw,	43 80	
E. L. Delano,	117 70	
Elijah Bardwell,	87 60	
Amos Adams,	174 05	
Franklin Savings Institution,	468 07	
Mrs. E. V. Ward,	96 82	
Mrs. L. G. Bardwell,	14 60	
S. S. Holton, Treasurer,	12 84	
Temporary interest,	35 95	
	————	\$1,166 63

MISCELLANEOUS EXPENSES.

David Perry, by vote of town,	\$100 00	
F. A. Loveland, " "	125 00	
C. A. Wilson, " "	12 35	
Boat for Rice's ferry,	125 00	
Expense of " "	34 70	
Expense for Newton's girl,	15 50	
Damage and cost in case of F. Cardinal,	215 00	
Damage, E. J. Britt,	30 00	
Paid library committee,	100 00	
Printing,	38 50	
Survey for free bridge,	77 00	
Driving hearse and tolling bell,	50 00	
Recording marriages, births and deaths,	27 30	
Express, postage, stamps, books and station- ery,	50 33	
Abatement of taxes for 1869 and 1870	37 41	
Paid library committee, dog fund,	141 54	
	<hr/>	\$1,179 63

SUPPORT OF POOR.

Paid for H. B. Gunn,	\$191 83	
" Olive B. Stowel,	88 33	
" Geo. B. Stevens,	197 45	
" Langdon Williams,	20 00	
" Travelers,	11 75	
" Town Farm above receipts,	358 32	
	<hr/>	\$867 68

TOWN DEBTS.

Amos Adams,	\$2500 00	
H. B. Gunn,	100 00	
Apollos Burnham,	200 00	
S. S. Holton, Treasurer,	124 70	
	<hr/>	\$2,924 70

LIABILITIES OF TOWN.

E. L. Delano,	\$1,575 00	
R. N. Oakman,	700 00	
Elijah Bardwell,	1,200 00	
Thaxter Shaw,	600 00	
J. H. Root,	500 00	
Mrs. E. V. Ward,	1,325 00	
Mrs. L. G. Bardwell,	200 00	
Franklin Saivngs Institution,	8900 00	
	————	\$15,000 00

CASH ASSETS.

Due from state for state aid,	\$824 00	
“ “ “ “ corporation tax,	97 10	
Cash in treasury,	671 43	
	————	\$1,592 53
Town debt March 1, 1871,		13,407 47
“ “ “ 1, 1870,		12,694 52
Increase of debt for the year,		712 95

ESTIMATED NECESSARY APPROPRIATIONS, 1871.

State and county tax,	\$3,000 00	
Schooling,	3,000 00	
Interest,	1,000 00	
Support of poor,	800 00	
Building and repairing school houses,	5,000 00	
Contingencies,	1,200 00	
	————	\$14,000 00

TOWN FARM.

	Dr.	
To cash on hand, March 1, 1870.	\$9 50	
To cash received for straw,	55 35	
“ “ state paupers,	224 90	
“ “ lumber,	56 98	
“ “ butter and eggs,	52 72	
“ “ veal,	7 89	

To cash received for oats,	1 50	
“ “ pasturing,	20 00	
“ “ labor,	7 25	
“ “ heifer,	20 00	
“ “ from town of Natick,	75 00	
“ “ “ Betsey Allen,	143 34	
“ “ “ H. B. Gunn's note,	100 00	
“ “ “ town treasury,	867 68	
	<hr/>	\$1,642 11

Cr.

By paid for oxen,	\$232 50	
“ blacksmith's bill,	16 00	
“ funeral expenses,	30 50	
“ meat,	8 18	
“ medical attendance,	49 10	
“ labor,	63 32	
“ sawing lumber,	18 89	
“ Furniture,	36 89	
“ farming tools,	18 29	
“ clothing,	46 69	
“ repairs,	3 93	
“ groceries and provisions,	160 52	
“ E. Cooledge for services two years and interest,	422 40	
“ paupers out of almshouse,	509 36	
“ J. Learned's bill for 1869,	25 54	
	<hr/>	\$1,642 11

**INVENTORY OF TOWN FARM PROPERTY,
March, 1, 1871.**

Real estate,	\$4,200 00
Live stock, 1 horse,	\$50 00
“ 2 oxen,	230 00
“ 2 steers,	120 00

Live Stock, 6 cows,	230 00	
" 1 yearling,	15 00	
" 2 calves,	25 00	
" 2 swine,	30 00	
" 30 hens,	15 00	
	<hr/>	\$715 00
Produce and provisions, hay,	\$125 00	
" " straw and corn fodder,	15 00	
" " 27 bushels rye,	27 00	
" " 60 bushels corn,	50 00	
" " 15 bushels oats,	10 00	
" " pork, hams and lard,	90 00	
" " 3 bbls. cider & vinegar,	10 00	
" " lumber,	25 00	
	<hr/>	\$352 00
House furniture,		250 00
Farming tools,		300 00
		<hr/>
Inventory March 1, 1871,		\$5,817 00
" Feb. 16, 1870,		5,646 86
		<hr/>
Gain,		\$170 14
Paid from treasury for support of poor,	867 68	
Paid interest on Farm debt,	363 60	
Taxes on farm property,	37 00	
	<hr/>	1,268 28
Whole cost of supporting poor,		\$1,098 14
Paid for poor out of Almshouse,	509 36	
Received from H. B. Gunn's note,	100 00	
	<hr/>	\$409 36
Cost of supporting poor at Almshouse,		\$688 78
Amount of board furnished at Almshouse, 260 weeks.		

R. N. OAKMAN,	} Selectmen and Overseers of Poor.
J. H. ROOT,	
AMOS ADAMS,	

REPORT

OF THE

SCHOOL COMMITTEE OF MONTAGUE,

For the Year ending March, 1871.

It gives us pleasure to be able to speak in terms of commendation of the schools in general for the year past. They have not all been equally successful; while some have been eminently so, none have been failures if we except one of the smaller summer schools.

We have continued the policy heretofore adopted of retaining the services of approved teachers as long as practicable, and when a change has become necessary, we have endeavored, so far as our limited means would allow, to supply the place with a Normal Graduate; and experience has fully justified the course.

In order that we may have first-class teachers in all of our schools, we ask for them an increased appropriation for the coming year, above what will be necessary for the High School. Let us no longer seek to run the schools as cheaply as possible, but rather make them as good as possible. "There is a withholding which tendeth to poverty." We do not set a proper estimate upon the worth of our Public Schools. They are substantially the foundation-stones of all our other boasted institutions. They are the exponents of our civilization, and the guardians of our liberties. They are our main dependence for the education of the masses of our children. We venture to assert that four-fifths of them never attend any other schools. It becomes us then, to prize and cherish these institutions, and make them as good as we can, would we have our children good scholars, and ere long, useful men and women. We are now shaping their destinies.

There is a disposition too prevalent among many people, to pursue a stand-still policy in relation to our schools, treading the same path and repeating the same arguments year after year, exhibiting a woeful lack of enterprise and want of invention ; and if the ideas of this class of people could be carried out, the masses would, as a consequence, be kept far in the rear of the age in which they live. And much of this want of progress may, in a measure, be attributed to parents. They are direct in their duty in not being more frequent visitors of our schools. They ought to go to the school-room oftener, and observe what progress, if any, is being made ; and whether the teacher is competent for, and faithful in the performance of her duties ; and satisfy themselves whether or not the money they contribute for the education of their children is being judiciously expended ; and not leave everything in trust to the teachers and committee. Their presence would encourage the teacher, inspire the children with confidence and increased zeal, and make the duties of the school-room a labor of love, instead of one of onerous burdens. Parents should not suffer themselves to be thus indifferent, not only to what concerns them immediately, but the future interest and well-being of their children.

Competent teachers should be employed ; competent as to education and natural abilities, for it is not to be expected that experienced teachers will always be employed, as the untried must have an opportunity for experience before we can have the benefit of the practical knowledge of veteran teachers. We would welcome any plan which might enlist the sympathy and co-operation of parents, and increase their interest in the schools. Some of our schools suffer for want of such interest. The teacher labors under an almost insurmountable disadvantage, who has to encounter adverse influences in the family and home of the pupils. Parents alone can secure in their children regularity and constancy of attendance, and a loving appreciation of the teacher's labors and self-denials for her pupils.— They should be familiar with the scenes of the school-room, and with the face of their teacher. The teacher can visit the home of the children, and make herself known socially there, but she cannot take her school-room with her. Parents must visit that in person would they gain a deep interest in the school. The committee and the teachers do most cordially invite parents to visit the schools. If the varied, difficult and exhausting work of the school-room could be understood at home, there would be more sympathy and less fault-

finding with the teacher. Nothing can give us good schools if the people forsake them. The wisest provisions of law, the most liberal appropriations of money and most pains-taking supervision by the proper authorities cannot compensate for that. The very breath is gone, if the atmosphere of public interest is wanting. We must ask, most earnestly, that all will take the time to think on this matter, and seeing how much depends on them, will gather their most vital sympathies around these harvest-fields of mind and soul. See that no injury befalls them; let them want nothing of genial warmth or fostering care. All that is truest and noblest in the family and the community should find its way to the school-room; the best thoughts and holiest deeds should shed their selectest influence there.

The irregularities of attendance, the tardiness and truancies that disfigure our registers as well as injure so greatly our schools, must be, at least, traced back in almost every instance, to the want at home of intelligent interest in the prosperity of the school. Parents do not know whether their children are at school or not, and one reason is, they are never there themselves. The teacher is blamed and left without sympathy because there is no adequate knowledge of her labors and difficulties. Let co-operation be established and maintained between home and the school house, and incalculable good will be done to each. In some cases as matters now stand, the only exception to entire indifference is passionate interference. Intermeddling has ruined hundreds of schools. It is better to bear and forbear than to attempt an obtrusive interference. So far from this, the parents should give teachers their sympathy and cordial support. They should sympathize with them in their perplexities, in their labors, in those nameless trials so constant in the school-room which unnerve the system and waste away the strength of a faithful teacher. Let parents give their hearty co-operation to the instruction of their children, and soon poor schools will be less frequent, and good schools will take a higher stand. More efficient work will be done, because the teacher will have more time as well as heart to labor, and the pupils will have an additional motive to induce them to make the most of their privileges, even the approbation of beloved parents.

We are sure of the able and cheerful co-operation of our teachers. The success of all our plans must depend upon the ability and faith-

fulness of those who are to carry them into execution. We would have the community value more highly the labors of accomplished and successful teachers. Their limits are the boundaries of mind itself. Into what circle of human culture do they not enter? Over what secret emotions of the heart have they no control? What field in the wide domain of knowledge do they not penetrate? And into what lonely nook of society do they send no influence? They are entitled to the gratitude and respect of the community.

Physical culture is receiving more attention in our schools than formerly, and it cannot receive too much. As physical strength declines the mental powers suffer, and school then becomes distasteful. There is always danger that the ambition of some pupils, and the zeal of some teachers will conspire to attempt more in study than young constitutions can bear. Six hours of active study each day, is as much as is healthy for mind or body; and we therefore recommend that no lessons be given to pupils which require habitual study at their homes. Many a pupil has broken down because discouraged, or otherwise permanently injured, by over mental exertion and neglect of physical exercise. Let us go slower and safer. Do not hurry pupils into studies they can but partly comprehend. The very limited time allowed for the unlimited number of studies forces teachers into fatal hastiness, and children into physical exhaustion.

It seems to us utterly superfluous to declaim in general terms about the incalculable value of our school system. It is one of those central elements of our civilization that needs no defence. To undervalue it is an exhibition of excentricity that is either idiocy or insanity. A proper popular education, embracing morality, is the cornerstone of our social fabric. By it we are supported; without it we perish, as an intelligent, moral, prosperous people. No mathematics can calculate its value, no poetry can exaggerate it; no pains or cost, really necessary to secure it, can be excessive, or can be wisely withheld.

No greater legacy can be left to the world than a well educated family. See to it, then, that in this era of our history we consecrate anew our energies and might, to sustain that principal which is the basis of our nationality, that we cherish the scions which have descended to us from the old Puritan stock; that we open afresh that mine whence New England draws those countless treasures which give her celebrity abroad and power at home.

The moral training of our children and youth should have proper attention in our Public Schools.

The young greatly need the moral training necessary to prepare them for the responsibilities of future life. How can the highest interests of man be secured without the moral education of the heart and mind?

How vastly important is it to implant in the young mind those principles that should govern our conduct in life! Physical or intellectual training is not the main thing to be sought. The intellect should not take precedence of the moral powers in a system of education. Will brilliancy or strength of intellect compare in value and loveliness with an excellent and virtuous character? What is the increase of knowledge, simply in the comparison, as it respects the best interests of the individual and the welfare of society?

Moral character should stand higher than intellectual attainments.

It is of the highest importance to train the young to be patriotic, truthful, honest and virtuous in character and life. How beautiful the school where there is that high moral tone of feeling, which leads to the respectful treatment of the teacher, decorum in their daily intercourse with their associates, and a deep sense of propriety of conduct. What is scholarship in comparison with these! Let us, then, earnestly desire to send forth from our schools not only persons of cultivated intellect, but those who are truthful, honest, patriotic, virtuous—trained in a manner that gives assurance of their becoming useful citizens, whose excellence of character will shed a hallowed influence over society.

E. A. DEANE,	}	Superintending School Committee.
DAVID CRONYN,		
EDWARD NORTON,		

PUBLIC LIBRARY.

Report of the Directors.

The Public Library has been open every Friday afternoon and evening. Whole number of volumes in Library, 754 Number of volumes added the past year 119 Amount expended for books the past year \$373 55. Receipts for the year \$316 52, viz: From the Dog fund \$141 54; From Town Treasurer \$100 00.

From Members, 1st quarter	\$21 07
“ “ 2d “	7 00
“ “ 3d “	9 32
“ “ 4th “	37 59
Funds in the hands of the Treasurer,	\$118 29

ALONEY CHENERY, Librarian.

E. A. DEANE, Secretary and Treasurer.

ARTICLES

TO BE ACTED UPON AT THE ANNUAL MEETING, 1871.

- 1st—To choose a Moderator to preside in said Meeting.
- 2nd—To choose a Town Clerk.
- 3rd—To hear the reports of the Selectmen and Superintending School Committee and act thereon.
- 4th—To choose all necessary town officers for the year ensuing.
- 5th—To determine the manner of building and repairing highways, townways and bridges, the year ensuing.
- 6th—To raise such sums of Money as may be necessary for town debt and expenses for the year ensuing and make appropriations of the same.
- 7th—To see if the town will vote to reestablish the School districts.
- 8th—To hear the report of the Committee on establishing a High School and act thereon and pass any votes relating thereto.
- 9th—To act anything in relation to propagating fish in Great Pond.
- 10th—To see if the town will accept the list of Jurors proposed by the Selectmen.
- 11th—To see if the Town will vote to pay George P. Holden a military bounty.
- 12th—To see if the town will take measures to protect Saw Mill river bank on land of Elijah Gunn.

